

**TABLE**  
**Part B Annual Performance Report**  
**Status of Program Performance**

<p><b>Cluster Area III: Parent Involvement</b></p> <p><b>Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?</b></p>
<p><b>State Goal:</b> Families are partners in the design and delivery of services to support their child's development and learning. Outcomes for all children are enhanced by the participation of families in all levels of decision-making (individual, systems, and policy).</p>
<p><b>Performance Indicators:</b></p> <p><b>PI.1</b> Families participate in the development of educational policies at the state and local level.</p> <p><b>PI.2</b> Families of students with disabilities have access to information, training and technical assistance regarding special education regulations, protocols, and practices and they participate in special education initiatives.</p> <p><b>PI.3</b> A comprehensive data collection system is in place to track family participation in education policy development and active participation in the design and planning of their children's individualized educational programs.</p>
<p><b>Baseline/Trends as of 7/1/02:</b></p> <p><b>PI.1 Parent participation in policy development:</b></p> <ul style="list-style-type: none"> <li>▫ Families are invited and participate in developing policies at state and local level, with high involvement at state level and variable involvement at the local level.</li> <li>▫ Coordination with other family initiatives is not articulated.</li> </ul> <p><b>PI.2 Family access to information, training, and technical assistance:</b></p> <ul style="list-style-type: none"> <li>▫ Families have a critical need for information, and professionals have a critical need for skills and practices, that enable families to participate actively in designing and</li> </ul>

developing services for their children.

- Though a variety of adult learning opportunities exist for families, there is lacking a reliable, consistent, systemic plan for planning comprehensive, culturally and linguistically appropriate training to occur statewide or within the districts related to special education practices, protocols, and regulations

### **PI.3 Data collection:**

- There exist some sources of family involvement data, including State and Local Special Education Advisory Committee membership listings, guidelines, and reports; RI School Accountability System for Learning and Teaching (SALT) collects rich data regarding parent involvement aggregated for all parents; RI Special Education focused monitoring system (School Support System, or SSS) provides a stratified random source of parent involvement information through site visits and parent interviews and surveys; Ongoing collaboration and dialogue among the RI Office of Special Populations and key state and local level parent organizations is an anecdotal data source.
- The RI Continuous Improvement and Monitoring Process self-assessment identified the need for systematic data collection regarding parent participation in the creation and review of their children's IEPs and in program and policy development.

### **Target for 7/1/02-6/30/03:**

The June 2003 target was focused on building the capacity of the RI Special Education Advisory Committee (RISEAC) to effectively advise the state in addressing the unmet needs of students with disabilities, by accessing and utilizing data from student performance data as well as the state improvement plan, SSS Reports, and SALT Survey results.

**Explanation of Progress during 7/1/02-6/30/03: Progress in family involvement was achieved beyond the projected target, as highlighted below.**

### **PI.1 Parent participation in policy development was strengthened and expanded.**

- The RI Special Education Advisory Committee was directly supported by the RI Office of Special Populations with information and learning experiences to explore student performance data as well as data from the state improvement plan, SSS Reports, and SALT Survey results, as the basis of the RISEAC's prioritized planning for the unmet needs of students with disabilities. RISEAC also assisted in development, review, and comment on all work accomplished through the RI Continuous Improvement and Monitoring Process.
- Parent members of the RI Interagency Coordinating Council (state human service agency commissioners) and the RISEAC identified
- "exchange members" to serve as information liaisons to both groups for advocacy and support of family partnerships and unmet needs of children with disabilities.
- Parents of students with disabilities were actively engaged in all cluster areas of RI Continuous Improvement and Monitoring Process, including Needs Assessment, Improvement Planning, and Implementation, as well as in all areas of planning and implementation of the RI State Improvement Grant (RISIG).
- The RI Parent Information Center (RIPIN) , RI's PTIC, was supported with resources from the RI State Improvement Grant (RISIG) to establish a statewide support and development network among all Local Special Education Advisory Committees and including the RISEAC, with the first organizational meeting conducted.

- The key parent organizations in the state were engaged in the Department of Education's Interagency Children's Behavioral/Mental Health Workgroup to advise related program development and coordination statewide.
- RI's special education focused monitoring system (SSS) reports were informed by participation of parents as active members of site visit teams.

**PI.2 Family access to information, training, and technical assistance was enhanced through Office of Special Populations (OSP) collaboration with key state level parent organizations and individual parents.**

- A statewide Parent's Guide to Procedural Safeguards and Parents' Rights in Special Education was drafted in collaboration with the RI Technical Assistance Project (RITAP) at Rhode Island College.
- A Family Centered Practice Rating Scale to assist program evaluation regarding family partnership was developed through the RI Coalition for Family Support and Involvement.
- The Parent Support Network of RI's Statewide Family Network Grant for its endeavor, *Building on Strengths of Diversity*, was supported through OSP participation on its Family Leadership Team and recruitment assistance from staff of the RI State Improvement Grant (RISIG) to engage diverse participation.
- Training and technical assistance services for Local Special Education Advisory Committees were made available through RISIG and other support to RIPIN.
- Families statewide had access to a host of locally accessible training opportunities and technical assistance regarding multiple aspects of special education, communication, parenting, partnering with schools, transitions, challenging behavior, and other topics, through RIPIN and OSP offerings.

**PI.3 Progress toward data collection:**

- The capacity to systematically collect and report on parent participation in their children's IEP meetings was created by identifying related data elements for incorporation into the state special education census.

**Future Activities 6/1/03-6/30/04:**

**The RI Office of Special Populations will partner with family organizations and families to conceptualize and launch a multiyear, statewide initiative, *Family-School-Community Partnership*, to build local capacity for nurturing effective family-school-community partnerships.** This endeavor will mobilize resources and collaboration among families and professionals to advance family engagement in policy advisory roles and provide training and technical assistance to BOTH professionals AND families to support culturally and linguistically competent practices and skills that promote effective local family-school-community partnership. Developers, implementers and participants will, as a regularity of all activity, include joint participation of professionals and families.

**PI.1 Parent participation in policy development:**

- New: The Office of Special Populations will host a representative Family-School-Community Partnership Policy Advisory Board that is continually self-educating and enables its members to enhance their representative groups' capacity to advise, influence, and participate. The focus will be to equip family organizations to stay constructively engaged in program/policy development, participate in decision-making, advise policy that addresses unmet student needs, and support families' engagement in their children's programs and learning.

- Follow-up opportunities will be provided to further develop the LAC and SEAC network, including statewide meetings and creation of a LAC list serve.
- The RISEAC capacity for informed decision-making will continue to be directly supported by OSP.

## **PI.2 Family access to information, training, and technical assistance:**

- New: The Policy Advisory Board will generate a Training Team as a cadre of facilitators to collaboratively generate and deliver learning opportunities for both sides of the partnership (families and professionals) to build local capacity to engage in genuine family-school partnerships characterized by: joint learning, reciprocal communication, shared decision-making, and local advisory committee functioning that results in increased support of student success indicators and outcomes. Parameters: Parent-and-professional joint planning, implementation, and evaluation.
- New: Training Team: The Training Team will identify and generate adult learning modules in key practices and skills to promote options for family involvement; effective family-school communication, dialogue, co-planning, and joint problem-solving; balanced, participatory IEP dialogue and decision-making; and establishing effective Local Special Education Advisory Committees.
- Informational resources to be developed and disseminated for families will include a brochure of resources and options for families regarding ways to resolve special education issues with school departments and a finalized guide to procedural safeguards and parents' rights in special education.
- The usefulness of the Family Centered Practice Rating Scale, created through the Coalition for Family Support and Involvement, will be assessed through piloting in at least three different types of organizations.
- The RI Office of Special Populations will continue to participate in and provide support to the Parent Support Network of RI's work under its Family Network Grant, *Building on Strengths of Diversity*, through staff of the State Improvement Grant and OSP.

## **PI.3 Data collection:**

- State data will be collected for two semi-annual reporting periods regarding parent participation in their children's IEP meetings, through initial implementation of the newly expanded state special education census.
- The Parent Partnership Policy Advisory Board /Training Team will explore ways to collaborate with the RISIG and key parent organizations' current surveying and data collection capabilities to enhance state and local capacity to evaluate the effectiveness and impact of learning opportunities designed to support parent-professional partnerships.

## **Projected Timelines & Resources for 7/1/03-6/30/04:**

### **PI.1 Parent participation in policy development:**

- By June 2004: Parent Partnership Policy Advisory Board convened.  
Resources: OSP staffing, materials, and supplies in collaboration with partnering RIDE offices and parent organizations.
- By June 2004: LAC Network convened twice.  
Resources: OSP staff collaboration with RIPIN. RISIG and RIPIN joint funding.
- By June 2004: RISEAC support maintained.  
Resources: OSP staffing and liaison, in collaboration with the RI Sherlock Center (University-Affiliated Program)

## **PI.2 Family access to information, training, and technical assistance:**

- By June 2004: Training Team cadre members identified and secured.  
Resources: OSP staffing in collaboration with other RIDE offices and key parent organizations.
- By August 2004: Learning modules and development plan identified.  
Resources: OSP staffing in collaboration with other RIDE offices, RISIG, Sherlock Center, RIPIN, PSNRI, and other key parent organizations.
- By February 2004: Brochure of resources and options for families disseminated.  
Resources: OSP staffing in collaboration with the RI Technical Assistance Project at RI College; RITAP resources.
- By June 2004: Dissemination of final document, "Guide to Procedural Safeguards and Parents' Rights in Special Education". Resources: OSP staffing in collaboration with the RI Technical Assistance Project (RITAP) at RI College; RITAP resources.
- By June 2004: Pilot agencies identified and trained to field test the *Family Centered Practice Rating Scale*.  
Resources: OSP and RISIG collaboration with the RI Coalition for Family Support and Involvement
- By June 2004: Communication planned and facilitated between targeted school district(s) and the School-Based Education Committee of the Family Leadership Team (PSN of RI *Building on Strengths of Diversity*).  
Resources: OSP and RISIG staff collaboration with the PSN Family Leadership Team School-Based Education Committee; PSN of RI Statewide Family Network Grant.

## **PI.3 Data collection:**

- December 2003 and June 2004: Data regarding parent involvement in IEPs collected through expanded state census.  
Resources: OSP and RIDE staffing and resources.
- By August 2004: Survey elements identified or expanded to evaluate effectiveness and more qualitative impact of the OSP statewide *Family-School-Community Partnership* initiative.  
Resources: Shared support through OSP and RISIG collaboration with agencies participating in the F-S-C Partnership Policy Advisory Board.